

THE STUDENTS' ATTITUDE TOWARD TEACHER'S READING TOPIC SELECTION

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Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui sikap siswa terhadap pemilihan topic dalam kelas membaca. Dalam penelitian ini, jenis-jenis teks yang di amati adalah recount dan narrative yang terdiri dari empat topic dari masing-masing jenis teks. Sampel yang di amati dari penelitian ini siswa-siswa dari Madrasah Aliyah Darul Khairat Pontianak yaitu kelas XI A yang terdiri dari siswa-siswa laki-laki dan kelas XI B yang terdiri dari siswa-siswa perempuan. Penelitian ini menggunakan metode deskriptif. Hasil dari penelitian ini menemukan bahwa topic-topik yang di berikan umumnya sesuai untuk siswa dimana respon-respon yang diberikan oleh siswa umumnya adalah menunjukkan sikap positif. Ini berarti bahwa sikap siswa terhadap topic pilihan guru adalah sikap yang menyenangkan.

Kata kunci: sikap siswa, membaca, pemilihan topic

Abstract: The purpose of this research was to know students' attitudes towards the topic selection in reading class. In this research, the text types observed was recount and narrative that consist of four topics from each text type. The sample being observed in this research was the students of Madrasah Aliyah Darul Khairat Pontianak class XI A that consist of male students and class XI B that consist of female students. The research used descriptive method. The result of this research found that the topics given were generally appropriate for the students where the responses given mostly shows as positive attitude. It means that the students' attitudes toward teacher's topic selection were favorable attitudes.

Key words: Students' attitude, reading, topic selection

This research conducted to see the students attitude towards the teacher topic selection in reading class. In determining the students' attitudes to the topic given, the researcher applied questionnaire that consist of six aspects in selecting a good topics to reading materials. Based on the aspects observed the researcher can see the students' attitude and can determine the topics that appropriate to them.

Reading is one of important skills in English. In reading, the learner needs to read the text to get the information from the text itself. There are some types of texts that should be learned to develop reading skills in Senior and Junior High School. They are descriptive, narrative, spoof, hortatory and many others. The purpose of reading lesson is to understand

the text given by the teacher by answering the questions, having discussion or sharing their idea. However, the students' ability of getting information from text to text is different. The ability of understanding the text can be influenced by the learner's vocabulary mastery and their attitude in learning.

The other factor that might influence students' ability in understanding the text is the students' attitude in learning. When they have negative attitude such as having low interest in learning in reading class, it will affect their result of their learning. But if they have high interest in their reading lesson, they will focus on the lesson and consequently it will affect their result in reading class.

Students' attitude on a subject in the classroom can affect their performance in the classroom. Students' attitude is one of the main factors that determine their success in language learning. "Attitudes towards the target language, its speakers and the learning context may all play some part in explaining their success or failure (Candlin and Mercer, 2001)". In addition, in reading lesson, the topic selection given by the teacher will also affect their attitude towards learning. When the students are interested in the topic, they will enjoy the lesson and participate actively in the classroom. They also reported that the connections readers made between information and their prior knowledge or previous experience increased their interest. The students' attitude toward reading topic selection must be realized by the teacher in selecting the topic and getting students' interest in learning. The teacher needs to be careful with the topic selection by considering the learner social background, sex, age, and also trending topic that appear lately in order to catch their attention and curious with the topic being read.

Developing reading skill especially to the senior high school students is one of the important roles of the teacher. The teacher needs to select a good material to be discussed in the class. Therefore, one of the important roles in reading lesson is selecting the topic in teaching learning. The appropriate topic selection might cause the students' positive attitudes toward reading class. Schiefele (1992:151) concluded that "topic interest is a very influential motivational condition of text comprehension". The teacher should be creative enough to select appropriate topics in teaching reading to make the learner attract and focus with the topic given so that they will get the information and knowledge from their reading as it is the purpose of reading. The writer believes that the teacher reading topic selection will affect the students' attitude in acquiring the language in reading skill. However, it is not that easy to select the reading topics which are appropriate to the students' interest. Therefore, it should be necessary to discover the students' attitude toward the teacher's reading topic selection for the purpose of reflecting whether the teacher has selected the appropriate reading topics for their students.

In the case of Madrasah Aliyah Darul Khairat as one of the Senior High Schools in Pontianak.. There are four skills of English must be developed for the eleventh grade students, they are listening, speaking, reading and writing. For reading skill, the text types taught to the second semester are narrative and spoof. The teacher uses several source books and Lembar Kerja Siswa (LKS) to teach narrative and spoof in reading class. The teacher selects the topics from the source books and worksheet used to teach narrative and spoof. The topic selection by the teacher is purposed to reach goals of teaching narrative and spoof to get students interest in reading class.

As a matter of fact, basing the teachers to only those source books, there might be topics which are not based on students' own interest, therefore the writer investigated the

students' attitude toward reading topic selection given by the teacher. The writer investigated the Eleventh Grade of Madrasah Aliyah Darul Khairat Pontianak. Based on the syllabus of English for Madrasah Aliyah there is two types of texts that thought in semester two, they are narrative and spoof texts. The researcher investigated the students' attitude to the reading topic selection of recount and narrative text types given by the teacher.

Students' Attitude and Motivation of learning

The use of attitudes terms usually connected with the concepts which concern with the physical or the position on one's body. Gardner (1985: 91) claims that attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs about the referent. Eveyik (1999: 21) in her MA thesis, agrees with most scholars on the definition of "attitude" that it is the state of readiness to respond to a situation and a inclination to behave in a consistent manner toward an object.

The success of students' learning is determined by students' learning motivation. To increase the students' motivation of learning, the teacher needs to know whether students get motivated in their learning either in the classroom or out of classroom.

Gardner and Lambert (1972: 77) introduced the notions of instrumental and integrative motivation. Instrumental motivation refers to the learners' desire to learn a language for utilitarian purposes (such as employment or travel or exam purposes) in the context of language learning. On the other hand, integrative motivation refers to the desire to learn a language to integrate successfully into the target language community. In later research studies, Crookes and Schmidt (1991), and Gardner and Lambert (1972) explored four other motivational orientations: (a) Reason for learning. (b) Desire to attain the learning goal. (c) Positive attitude toward the learning situation, and (d) Effortful behavior.

Research has shown that factors such as positive learner and teacher attitudes, which are interrelated to motivation, must be sustained for the successful language learning (Finocchiaro, 1982; Ngeow, 1998). To build a positive attitude and to motivate learning, in particularly learning English as a Second Language, as conducive situation must be created. Factors that help create such an environment include: (a) A learning situation that has a low affective filter whereby the learners learns to use the language in a non-threatening and fun environment. Otherwise, learners will feel uncomfortable and insecure which will further induce a psychological barrier to communication and learning (Littlewood, 1995). (b) Providing various types of input which are auditory, visual, sensory, verbal and non-verbal in nature and input which is comprehensible or a little beyond the level of the learner. (c) Providing a continuous and consistent exposure to the language being learned. (d) An environment where the teachers and the students are supportive and encouraging. (e) Having access to situations where the students are able to use the language as a natural means of communication. (f) These factors should be present in any language-learning program.

In early theories, (Finocchiaro, 1982; Ngeow, 1998) some experts tried to describe some responses occurred in the students' motivation": (a) Cognitive response: It exhibits students' thought towards an object. (b) Affective response: this level as ability of the students in ensuring their responses into verbal behavior. (c) Conative response: this response can be seen how they perform or apply their arguments into actions).

Positive attitudes toward the lesson affect students' achievement in learning. But if they have a negative attitude toward the lesson will give bad effect for their achievement.

That is why a good and appropriate materials is very important to get students' attention and participation in learning.

Teaching Reading

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Miles and Collogue (1975:9) "stated that reading involves the identification and recognition of printed and written symbols to build up meaning through past experience and further the construction of new meaning are organized within thought processes." Moreover, they say that comprehension is the act or action of grasping and idea with the intellect understanding." In this theory, reading can be meaningful if the students can comprehend the text well. Based on the description above, reading materials take the very important role in learning knowledge. Where it consist of word recognition and comprehension that really connected with another skill such as speaking and writing. So it is a must for the teacher to select appropriate topic to students that can based on their interest and their background of knowledge.

Learning to read is an important educational goal. For both children and adults, the ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on. Most people learn to read in their native language without difficulty. Many, but not all, learn to read as children. Some children and adults need additional help. Yet others learn to read a second, third or additional language, with or without having learned to read in their first language. Reading instruction needs to take into account different types of learners and their needs. Research has shown that there is a great deal of transfer from learning to read in one language to learning to read in a second language.

Teacher topic selection

It is important to say that teacher's topic selection is one of the elements of teaching learning process. selection here means an ability to evaluate material (topic) and discriminate those that meet the students' needs and those that do not. When we discuss about teacher's topic selection, it means we discuss the materials selection presented by the teacher. Selection is a process of discriminating materials thought in order to achieve the target of teaching and learning objectives. The teacher hold the important role in deciding the materials given. The actuality and attractiveness of the materials affect the students' attitude in grasping the knowledge. It is important for the teacher to seek the best materials to be given based on the students' attitudes. In selecting the topics, the teacher can refer to some aspects in selecting the topics.

The selections of the topic is purposed to select a good materials for the students and to get positive attitude of them about the topic selected. Here are some aspects of choosing the topic that also must be aware by the teacher, (Pang, Muaka, Bernarth & Kamil, 2003:13) they are prior knowledge, comprehension, motivation and purpose, texts, and cultural factor. All of those aspects explained more below: **(a) Prior knowledge.** Having more prior

knowledge generally aids comprehension. There are many aspects to prior knowledge, including knowledge of the world, cultural knowledge, subject-matter knowledge and linguistic knowledge. A reader's interest in a subject matter will also influence the level of prior knowledge. All of these factors are important to different degrees, depending on the reading task. **(b) Comprehension.** Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and view points. Durkin (1993) Block & Pressley (2002) National Reading Panel (2000) cited in Pang, Muaka, Bernhardt & Kamil (2003, 14). **(c) Motivation and purpose.** A reader reads a text to understand its meaning, as well as to put that understanding to use. A person reads a text to learn, to find out information, to be entertained, to reflect or as religious practice. The purpose for reading is closely connected to a person's motivation for reading. It will also affect the way a book is read. We read a dictionary in a different way from the way we read a novel. In the classroom, teachers need to be aware of their students' learning needs, including their motivation for reading and the purpose that reading has in their lives. **(d) Texts.** Texts of the right reading level are neither too easy nor too hard for a particular reader. Choosing texts of the right difficulty and interest levels will encourage children to read and to enjoy what they are reading. Vocabulary, word length, grammatical complexity and sentence length are traditionally used to indicate the difficulty level of a text. The subject matter of a book is also an important factor. For instance, readers with substantial prior knowledge of a subject will be able to use their knowledge to read more difficult texts. Cultural factors are important when choosing books for non-native speakers. Some children's books may contain references to situations, objects and experiences that are unfamiliar to non-native speakers. **(e) Cultural factors.** The cultural factors in reading topics also influence the understanding of the learner in gathering information from the text. The different culture between the writer and the reader may make the reader uneasy to understand what the writer trying to say. On the contrary, if the writer and the reader have same culture, it means the reader have the prior knowledge of the writer's written. It will make the reader easier to understand the text read. Having rich but different types of cultural knowledge will also affect our understanding and appreciation of written text. For example, jokes and humor depend on shared cultural knowledge between the writer and reader. Abu-Rabia (1996) Gee (2001) Steffensen, Joag-Dev & Anderson (1979) cited in Pang, Muaka, Bernhardt & Kamil (2003,19)

Students' attitudes towards teacher's reading topic selections

In conducting teaching and learning process, it is necessary for the teacher to aware the appropriateness of the topic with the students' age, educational level, and interest in order to build up such an intensive or to create students engagement with the topic that is going to be discussed.

While, Wade, Buxton and Kelly (1999: 124) argue “ used multiple measures to examine what text characteristics readers found interesting and uninteresting and how interest affected recall in two expository texts. Findings revealed that the following five text characteristics were most associated with interest: (a) information that was important, new, and valued; (b) information that was unexpected; (c) connections readers made between the text and their prior knowledge or experience; (d) imagery and descriptive language; and (e) authors' connection. Regarding comprehension, readers more successfully recalled information that they rated as both interesting and important”.

In addition, Block (1992) suggests, reading is such a hidden process that it often goes unnoticed in the language classroom despite the fact that readers actively control this hidden control process largely with the help of their background knowledge and individual reading strategies. Harmer (2001) advises that we should try and choose topics in which our students will be interested despite the fact that individual learner has individual interests and that inclusion of a variety of topics and genres will help us cater their interests. Harmer, it is expected that course books make use of interesting and catchy topics for reading passages so that they can lead the learners to a productive reading and learning activity. As Shih (1992) states, any reading selection should present substantial new information on topics appropriate to students' ages, educational levels, and interests especially at the secondary and college level ESL classes. In short, topics about which the reading passages are written have significant importance for the success of reading as a skill with its teaching as well as its place in course books.

Teacher must be aware of reading topic selection before handed the reading text that discussed in the classroom. Considering the selection of the topic affect the students' attitudes toward it. In order to achieve of teaching reading, the teacher should be aware of the aspects of reading topic selection. Based on the syllabus in Madrasah Aliyah Darul Khairat Pontianak, the kinds of texts that taught for the class XI in semester 1 academic year 2011/2012 is Narrative and spoof. In order to get the students' positive of those texts, the teacher must select the appropriate topics to be taught for the students by considering some criteria in selecting the topic. In selecting appropriate topics, the teacher should consider the criteria in selecting it. They are selecting the topic based on the students background, students' age and level, students' sex, the actuality of the topic, and the difficulty of the text.

Topic selection by the teacher with the criteria above helps the teacher to get the students' positive attitude toward the topic selected. With the positive attitudes of the students, they are interested with it and gave a good impact for teaching learning process. The students gave more attention to the texts where they feel happy to read the texts.

An attitude of learning is something that is important and must be aware by the teacher to get the learner understands and focuses to the teaching learning process. In the teaching learning process, the materials selected by the teacher take the main roles in determined the students attitudes in learning. Where the attitudes itself divided into two, they are: (a) Positive attitudes, that the students like the topic that being though by the teacher. (b) Negative attitudes, that the students dislike the topic or materials being though by the teacher.

The teacher must aware of the criteria in selecting the topic of material that choose in teaching learning where it can determine whether the students have positive or negative attitudes towards the topics and impact on the result of learning itself.

METHOD

In order to carry out the research questions above, the researcher uses descriptive method to answer the research questions. Ary, et al (1985) say that descriptive studies are designed to obtain information concerning status of phenomena; the aim is to describe what exist with respect to variables or condition in a situation. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection, Glass & Hopkins (1984).

In conducting this research, population need to be stated. They are divided into two class, Class A consist of 44 students and class B 38 students. In class A the students' sex are male and in class B the students' sex are female. The sample from population in this research is class XI A and class B students of Eleventh Grade of Madrasah Aliyah Darul Khairat Pontianak that consist of 22 students of class XI A and 19 students of class XI B where classes have different gender.

Procedures of Collecting Data: (a) Distributing the questionnaire to the students before taking the class discussion. (b) The researcher distributing the questionnaire as the tools of collecting the data. It was conducted on May 23, 2012 on class XI A and on May 24, 2012. (c) Analyzing the result of questionnaire. (d) Tabulating the appeared attitudes based on the substantial points of attitudes being observed. (e) Discussing and concluding all the findings from questionnaire.

Technique of Data Analysis: To answer problem "what are the students' attitudes towards the topic selection in reading class. The data collected from the questionnaire were tabulated for each number of items to show the percentage of their attitude toward topic selection (Likert Scale Report). Each item of the statements in it tabulated to calculate the percentage of the students attitude of each topics, where in that tabulating process the degree of students attitude shown based on the Likert Scale that is agreement scale that consist of Strongly agree, somewhat agree, somewhat disagree and strongly disagree.

FINDINGS

1. Students' Interest Toward the Topic

One of the teacher considerations in selecting the topic in reading class is how students' interest toward the topic. This question should become consideration whether the selected topic interesting for the students or not.

From the existing data, the students' interest percentage to the topics in class XI A shows that topic 1 (Why do Hawk Hunt Chicks), topic 2 (The sign of Four) and topic 6 (We Don't Subscribe to any Newspaper) get highest percentage that is 100% for each topics. Then followed by topic 5 (Magic Mirror) and topic 7 (The Lost Ring) that is 95.5% for each topic. Topic 8 is in the third place liked by students that is 91%. The lowest percentage is topics 3 where it is only 40.9% and then topic 4 that is 31.8%.

Whether in class XI B, the students' interest percentage to the topics shows that topic 1 (Why do Hawk Hunt Chicks), topic 4 (Cinderella Story), topic 5 (Magic Mirror), topic 6 (We Don't Subscribe to any Newspaper), and topic 7 (The Lost Ring) get the highest percentage that is 100% for each topic. Then the percentage of topic 8 (Mr. & Mrs. Brown) is 89.5%. The lowest percentage is topic 3 (Ki Semar & Slamet Mountain) that is 57.8%, and topic 2 (The sign of Four) is 42%.

2. Appropriateness Age And Level of the Students

As stated in chapter two, in selecting the reading topic the teacher should consider the students' age and level. The topic should be relevant to their age. The choice of topic selection, which based on the appropriateness of the students' age and level, would bring the teaching learning process to the expected objectives.

The percentage of the topic based on the appropriateness of age and level, shows that topic 1 (Why do Hawk Hunt Chicks) and topic 6 (We Don't Subscribe to any Newspaper) get the highest percentage that is 100%. Then topic 3 (Ki Semar & Slamet Mountain) is 95.5%. followed by topic 7 (The Lost Ring) and topic 8 (Mr. & Mrs. Brown) the percentage is 91% for each topic. Topic 1 (Why do Hawk Hunt Chicks) only get 87.4% from the percentage. The lowest percentage is topic 5 (Magic Mirror) that is 82% and topic 4 (Cinderella Story) that is 73%.

The students' appropriateness of age and level percentage to the topics selected by the teacher in class XI B shows that topic 1 (Why do Hawk Hunt Chicks), topic 2 (The sign of Four), and topic 6 (We Don't Subscribe to any Newspaper) get the highest percentage that is 100%. Then followed by topic 4 (Cinderella Story) and topic 5 (Magic Mirror) that is 94.8% for each topic. Topic 7 (The Lost Ring) get 89.5%. Then topic 2 (The sign of Four) get 84.3%. the lowest percentage is topic 8 (Mr. & Mrs. Brown) that is 79%.

3. The Appropriateness of Students' Sex

The appropriateness of students' sex is also affecting the student's needs in their reading. It is because students' sex also affects their attitudes of reading, if the text consist mostly talking about male, it may affect the female readers will have negative attitudes toward the topic. That is why in the questionnaire of this research the writer put this aspect. From the existing data, it shows the percentage of topics appropriateness of students' sex in class XI A that topic 2 (The sign of Four), topic 6 (We Don't Subscribe to any Newspaper), and topic 7 (The Lost Ring) gets highest percentage that is 100%, then topic 3 (Ki Semar & Slamet Mountain) gets 91%, topic 8 (Mr. & Mrs. Brown) gets 86.4%, topic 5 (Magic Mirror) gets 67.9%. The lowest percentage is topic 4 that is 13.6%.

In class XI B the percentage of topic's appropriateness of students' sex shows that topic 4 (Cinderella Story) and topic 6 (We Don't Subscribe to any Newspaper) get highest percentage that is 100% for each topic. Topic 5 (Magic Mirror) gets 94.5%. Then topic 8 (Mr. & Mrs. Brown) gets 89.5%. topic 1 (Why do Hawk Hunt Chicks) gets 84.3%. Topic 3 (Ki Semar & Slamet Mountain) gets 82%. The next is topic 7 (The Lost Ring) gets 81.3%. the lowest percentage is topic 2 (The sign of Four), it is only gets 26.3%.

4. Students' view actuality and central issues toward the topic

The actuality of the text selection on reading class is also one of the important aspects in attract the students. The teacher should put it in the criteria in selecting the topic, because the actuality of the topic is much effect the interest of reader.

The percentage of the students' view to the actuality of the topic 1 in class XI A, topic 6 (We Don't Subscribe to any Newspaper) gets the highest percentage that is 100%. The next topics is topic 1 (Why do Hawk Hunt Chicks) and topic 2 (The sign of Four) get 95.5% for each topic. Then topic 8 (Mr. & Mrs. Brown) gets 91%. Topic 5 (Magic Mirror) gets 77.4%. Topic 3 (Ki Semar & Slamet Mountain) gets 69.4%. Topic 4 (Cinderella Story) gets the lowest percentage that is 69.3%.

The percentage of students' view of the actuality of the topic in class XI B shows that topic 6 (We Don't Subscribe to any Newspaper) gets the highest percentage that is 100%. Then topic 8 (Mr. & Mrs. Brown) gets 94.8%. topic 5 (Magic Mirror) gets 89.5%. The next is topic 1 (Why do Hawk Hunt Chicks), topic 2 (The sign of Four), and topic 4 (Cinderella

Story) get 84.3% for each topic. Topic 7 (The Lost Ring) gets 81.3%. The last is topic 3 (Ki Semar & Slamet Mountain) which is the lowest percentage that is 47.4%.

5. Students' prior knowledge about the topic

As stated in chapter two, prior knowledge of the students on the topic given also should be aware in select the topic. In this research the data of students' view toward their prior knowledge toward the topic selected. The percentage of shown the students' prior knowledge of the topic 1 in class XI A shows that topic 1 (Why do Hawk Hunt Chicks) gets 95.5%. Topic 2 (The sign of Four) and topic (We Don't Subscribe to any Newspaper) gets 91% for each topic. The next is topic 5 (Magic Mirror) gets 85.4%. Then topic 3 (Ki Semar & Slamet Mountain) gets 82%. Topic 7 (The Lost Ring) gets 81.8%. The last is topic 4 gets (Cinderella Story) 71.8%.

In class XI B, the percentage of students' prior knowledge of the topics shows that topic 4 (Cinderella Story) gets the highest percentage that is 100%. The next is topic 1 (Why do Hawk Hunt Chicks) and topic 2 (The sign of Four) that is 94.5% for each topic. Then topic 5 (Magic Mirror) and 6 (We Don't Subscribe to any Newspaper) get 89.5% for each topic. Topic 3 (Ki Semar & Slamet Mountain) gets 84.3%. The last is topic 7 (The Lost Ring) and topic (Mr. & Mrs. Brown) gets the lowest percentage that is 71.3%.

6. Students' View Toward the Difficulty of the Text

The difficulty of the text is also affect the students understanding in gathering knowledge in the text, the teacher should consider this aspects in selecting the text to be given in reading class. In this research, the students' view toward the difficulty of the text. The percentage of students' view of the difficulty of the text of the topics shows that topic 5 (Magic Mirror), topic 6 (We Don't Subscribe to any Newspaper), and topic 7 (The Lost Ring) get 100% for each percent. Then topic 1 (Why do Hawk Hunt Chicks) gets 91%. Topic 2 (The sign of Four) gets 86.5%. The next is topic 3 (Ki Semar & Slamet Mountain) gets 81.9%. The last is topic 4 (Cinderella Story) and topic 8 (Mr. & Mrs. Brown) get 73%.

In class XI B, the percentage of students' prior knowledge toward topics, shows that topic 5 (Magic Mirror), topic 6 (We Don't Subscribe to any Newspaper), and topic 7 (The Lost Ring) get 100% for each percent. Then topic 3 (Ki Semar & Slamet Mountain) gets 94.7%. the next is topic 1 (Why do Hawk Hunt Chicks) and 4 (Cinderella Story) get 89.5% for each topic. Topic 8 (Mr. & Mrs. Brown) gets 76.8%. The last is topic 2 gets the lowest percentage that is 69.5%.

The result of this research found that the topics given were generally appropriate for the students. It was proved that the response strongly agree and somewhat agree that got higher rating and somewhat disagree and strongly disagree got the lowest rating. In class XI A the percentage of strongly agree and somewhat agree from all aspects observed in topic 1 was 92%, topic 2 was 95%, topic 3 was 83%, topic 4 was 57%, topic 5 was 84%, topic 6 was 98%, topic 7 was 90%, topic 8 was 76%, whether in class XI B the percentage of strongly agree and somewhat agree from all aspects observed in topic 1 was 92%, topic 2 was 69%, topic 3 was 75%, topic 4 was 95%, topic 5 was 95%, topic 6 was 98%, topic 7 was 88%, topic 8 was 86%. From the data collected, it shows that the topic selected from the teacher were got favorable attitude from the students. It means that the students' attitudes toward teacher's topic selection in reading class in general determined that they were appropriate to be given to the students.

In this research, the researcher also took the data from observation checklist. In the observation checklist, the researcher observed the overall students in both classes A and B. the purpose of observational checklist is to ensure and enrich researcher data related to the current issue. From observational checklist, researcher can gather the data directly when situation or process happens. So that it is not necessary to get someone views about the situation and the process itself. Observational checklist also have some weaknesses, for example, it needs much time to observe a situation or process, there are some activities that cannot be observed by observational checklist such as activities related to matters of personal. In this research the researcher can only gather the data from what is happening in the classroom since the teaching learning process begin and observe the situation generally.

1. Students are interested to read the materials
After some observation, the writer reported students significantly more interest in reading materials. In class A, most of the students are interested to reading materials given. In class B, most of the students also interested to the reading topic selected by the teacher.
2. The materials match the students' need
The materials of reading text given to the students of class A and class B match the students' need. It can be seen from the topic selection by the teacher that appropriate with students' age and level.
3. Students are involved with the process of teaching reading
Based on the observation conducted, most of the students of class A and B are involved in teaching learning process. The students' are involved in reading activities such as reading aloud and in question and answer session.
4. The materials given consisted of positive value
Most of the topic selections in reading class given are consisted of positive value. The content of each text are suitable to the students' age and most of the topics are interesting and actual to be discuss in the classroom.
5. The materials given encouraged the students' understanding
The materials given to the students in class A and B are encouraged the students' understanding, because the difficulty of text from topic selection by the teachers is not really hard to understand so that the students can easily get the information from the text.

DISCUSSIONS

From the description above about the aspects and topics selection, it is found that the some aspects of selecting the topics above are very important. It also can be guidance for the teacher to select the materials for the students in order to get of the students' interest in teaching learning process especially reading.

The aspects being observed in this research was students' interest toward the topic selection, appropriateness of age and level, appropriateness of students' sex, actuality of the topics, students' prior knowledge of the topics, and their views of the difficulties of text. The topics observed in this research was eight topics which four topics from recount text and four topics from narrative text. Based on the research finding it is concluded that the students attitude towards the topic selection is favorable. It can be concluded that: (1)Students' interest toward topic selection. From this aspect, in class XI A there was 6 topics that chose by the students and shown as positive attitude and 2 topics chose as negative attitude or dislike by the students. In class XI B all of the topics chose as the positive attitude where almost all students strongly agree with those topics. The data found that most students considered that

the topic selection was suitable the students need. (2)Appropriateness Age and Level. From this aspect, the students of class XI A and XI B decided that the topics selected by the teacher appropriate for their age and level, where all of the topics got highest percentage as positive values chosen by the students. (3)The appropriateness of students' sex. In aspect of the appropriateness of students' sex, in class XI A the students' chose 7 topics that appropriate for their sex where in class XI B the students also chose 7 topics that suitable for them. (4). Actuality and central issues toward the topic. From this aspect, both classes feel all of the topics suitable in the actuality of the topic. The topics selecting by the teacher have good titles where the students' interest to read it. (5) Students' prior knowledge. In aspect of students' prior knowledge, the students' of class XI A and class XI B agree about the topics that they have ever heard. It can help them in understanding the text.(6). Students' view toward the difficulty of the text. From the topics given by the teacher, the text given was not really difficult where they chose this aspect mostly in positive value. The difficulty of the text can also affect their understanding of the text. So it important to see the difficulty of text based on the level of the students too.

From the discussion above, it can be conclude that the topics selection by the teacher is suitable for the students in class XI A and XI B. It is shown by the percentage of each aspect observed and displayed above.

After having shown the existing data from the result of observation, The writer would like to discuss deeply the findings based on the cognitive aspect. This aspect had told us about the relationship between the students' choices of the topic selection and the teacher's consideration of selection the topics. This research is just focused on how the students' attitudes toward the teacher's topic selection.

The conceptual framework of this research, which was based on the theoretical review as mentioned in chapter two could be described that process of investigating the students' attitudes toward teacher topic selection.

Cognitive aspects; the writer found that the students' cognitive responses were heterogeneous. It meant that their responses could be favorable and unfavorable. Some experts argued that cognitive responses were a kind of feedback responses from one toward an object which could be favorable or unfavorable response. In this research, the students had their own autonomy to show their attitude to the topic, which could be seen on the table reports. There were eight topics selection, which were given to the students. From the existing data, it found that there were significant responses exhibited by the students toward the topics selection. As a result, the students' rating choice report described students' higher rating was strongly agree and somewhat agree, it shows positive response toward the topic selection. It meant that almost of the topic selection suitable for them and it means that students have favorable attitudes toward the topic selection.

CONCLUSION

Based on the research questions in this research that is "what are the students' attitudes towards the teacher topic selection in reading class to the Eleventh grade of Madrasah Aliyah Darul Khairat Pontianak?", the writer conduct the research by observing six aspects in selecting the topics in reading class. The aspects represented the students' attitude toward the topics where can be conclude that the topics selecting was appropriate to the students after the analyzing of the data in chapter four where all of the topics shows positive

attitude based on the students. The topics selected were good enough to be given and can make student' attract and entertaining them to read it.

This response was exhibited by the students based on some considerations such as interesting value of the topic (are the topics interesting for the students or not?), the actuality value of the topic (are the topics actual and currently to be discussed or not?) and appropriateness of age and level of the topic for students (are the topic suitable for their age and level or not?).

It was proved that there was strongly agree and somewhat agree response that got higher rating and somewhat disagree and strongly disagree got the lowest rating. Where in class XI A the percentage of strongly agree and somewhat agree from all aspects observed in topic 1 was 92%, topic 2 was 95%, topic 3 was 83%, topic 4 was 57%, topic 5 was 84%, topic 6 was 98%, topic 7 was 90%, topic 8 was 76%, whether in class XI B the percentage of strongly agree and somewhat agree from all aspects observed in topic 1 was 92%, topic 2 was 69%, topic 3 was 75%, topic 4 was 95%, topic 5 was 95%, topic 6 was 98%, topic 7 was 88%, topic 8 was 86%. Based on the percentage above, it is means that the students showed favorable attitudes toward teacher's topics selection in reading class, in general it determined that they were suitable to be given to the students.

The suggestions that can be shared by the researcher are: (1) In selecting the topic the teacher should consider the students' attitude interns of their interest, age and level, sex, the difficulty of the text, actuality of the text and so on. (2) In giving the materials to the students, it is necessary to select the topics based on the aspects of the students to get the interest of the students. (3) In relation with the finding of the current research, it is necessary to conduct further research that explores the teacher approach in delivering the subject matter.

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